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ABSTRACT

Although educators and philosophers such as Johann Amos Comenius, Jean Jacques Rousseau, Pestalozzi, and Froebel stressed the study of nature, outdoor education really began with the first teaching-learning act which occurred outdoors. The human being, physiologically and psychologically adapted for outdoor existence, has only been indoors for 2,000 of the 3 million years human life has existed. Evolution of the outdoor movement can be traced through several phases: early "Homo sapien"--the outdoor animal; agricultural revolution; educational revolution; the nature study idea; organized camping movement; conservation education movement; public school camping; outdoor education; environmental education; environmental ecological education; experiential education; and future "Homo sapien"-- the outdoor animal. Some proposals for future outdoor education include: (1) inclusion of senior citizens and associated programs as part of the total outdoor program; (2) incorporation of public relations; (3) research on interesting the masses of children and adults in outdoor education, with emphasis on attracting minority group interest; (4) leadership development at the college level; (5) increased community involvement; (6) development of resources within reach which do not require reliance on fossil fuels for transportation; (7) a stronger national organization for outdoor and/or environmental education; and (8) opportunities for the handicapped, families, and rural and urban residents to explore the other's environment. (AW)

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Outdoor Education - The Past is Prologue to the Future

by

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New York State Outdoor Education Association

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Stevensville Country Club

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It is a distinct pleasure and honor to have the opportunity to speak to such an audience for among you are colleagues, friends, former students and experienced leaders in the area of outdoor leadership. Finding myself at the podium reminds me of a story that the late Dr. Shirley Cooper, who was once the executive director of the American Association of School Administrators, used to tell. This story reminds me of my situation when Norman Skiliar and Andy Angstrom originally invited me to speak at this conference. It went something like this.

> It happened up in the dry fork of West Virginia where Dr. Cooper was born and lived during the early years of his life. Some male members of the community were fond of gathering in the general store to learn what was going on, and there was a fine old storekeeper that "kept" that country store. There are many fine characteristics about West Virginians, but one of them is that they are deeply religious people, and this storekeeper was no exception. In fact he was a very religious man. He was so religious that everytime he went over to his cash register to put some money in it, he would recite a little verse from the scriptures. On one particular evening, a cold winter evening, all were sitting around the pot-bellied stove, chewing, spitting, and whittling. There was a little boy who came in with a couple of pennies in his hand, and he looked longingly into the showcase where some sticks of peppermint candy were nestled, and finally made his choice. The storekeeper gave him the candy, and the boy gave his pennies to the storekeeper who dropped them into the cash register and said, "Suffer little children to come unto me for such is the kingdom of Heaven." The men around the stove smiled and went on with their chewing, spitting, and whittling. A little later, a little old lady from the community came in to buy a loaf of bread, and he wrapped it up for her. She gave him her money and started out of the door. The storekeeper went over and punched the cash register. As he dropped the money in, he said, "Bread is the staff of all life." The men around the stove smiled and went on chewing, spitting, and whittling. A little later a man who was a stranger in the community rode up on a big bay horse. He came stomping in out of the snow, and he said, "Have you got any horse blankets?" Well, in that country store they had everything, and the storekeeper had some horse blankets hanging up on a rope in the back end of the store -- some green ones, some yellow ones, and some blue ones. Of course, all in the store knew there was no difference in those horse blankets except the color. The storekeeper said, "Yes, I have some horse blankets." The man said, "Well, let me see them." The storekeeper

pulled down the blue blanket and brought it over to him. The fellow felt it, and he said, "How much is that blanket worth?" The storekeeper said, "Well, I can sell that blanket to you for five dollars." The man felt it again, turned it over, and he said, "Well, you know, I have a very good horse, and it's a cold night. Don't you have something a little better? I'd like to take good care of that horse this evening." The storekeeper said, "Yes, I have a yellow blanket here." The storekeeper went over and got it down and put it on the counter. The man felt it and turned it over, and he said, "How much is this blanket worth?" The storekeeper said, "Well, this blanket is worth fifteen dollars." The man turned it over, looked at it again, and he said, "Well, you know, I do have a good horse, and it's going to be a cold night, and I like to take good care of him. Don't you have something a little better?" The storekeeper said, "Yes, I have a green blanket." He took the green blanket and spread it out on the counter, and the stranger said, "How much is that blanket worth?" The storekeeper said, "Now that blanket is twenty-five dollars." He said, "It's exactly what I wanted." He paid the storekeeper for the blanket and walked out of the store. The storekeeper walked over to the cash register and dropped the bills in and said, "He was a stranger, and I took him in."

When Norm called me and began to give me this line about how appropriate I would be for this conference, he just took me in!

As I think about my position -- trying to speak to you who are experts and who are familiar with curriculum and environmental education -- I can't help but be reminded of a young man who was trying to convince the girl of his heart that he was the one and only man for her. One particular evening when the lights were low and the music from the stereo seemed to have moved her to an appropriate mood, he said, "Darling, darling, I love you, I love you. Of course, I do not have a Datsun 280Z like Harry does, but I love you. And I don't have a membership to the country club like Harry does, but I love you, I love you." "Of course," he said, "I do not have a 30-foot sailboat like Harry does, but I love you, I love you. I don't have a summer home on Cape Cod, but I love you, I love you, and I don't have a winter home in Florida like Harry does, but I love you." She said to him, "Dearest, I love you too, but tell me more about Harry!" So here I am to tell you fine people more about Outdoor Education.

My presentation is entitled "Outdoor Education -- Prologue to the Future." Some of you may be thinking, "Here we go with another history lesson." However, the past is important in that it puts the present into perspective and lends some insight as to the

future. Hal Borland, a well-known and distinguished author, stated in his book, County Editor's Boy, that memories should endure. "Unless we know where we came from, something about the road we traveled as a people, how can we know who we are and where we are going?" The Jesuits, reflecting on the teaching of St. Thomas Aquinas, state, "If we want to know where we are and where we are going we must also know where we have been." Outdoor education also has a past, and it is a prologue to the future.

I would like to use as a continuous thread through my presentation a series of circles, each overlapping the other, and each in progressive order. I have labeled the first circle *Early Homo Sapien -- the Outdoor Animal.* The human being is basically an outdoor animal, physiologically and psychologically adapted for an outdoor existence. In fact, we have only been indoors for a little over 2,000 years. Anthropologists, such as the Louis Leakey family digging in Tanzania, Africa, have found evidence of early human life dating back 3 million years. Two thousand years out of three million is a relatively short period of time to spend in constructed sheltered environments. The human body is adapted well for outdoor life. The plantar flexion of the ankle, the hinged knee, the powerful calf muscles, the quadraceps muscles, the buttocks, the extremely mobile and flexible arms, the recessed eye sockets, eyelids, nose hair, and prehensile thumb give evidence of this adaptation.

The early dependency on water for existence and for transportation has remained rooted deep in the dormant recesses of our brains. This desire to be near water, on water, in water, and even under water manifests itself when people seek recreational experiences. To substantiate the quest, one only has to stand at peripheral exits of urban or suburban centers and witness the throngs who move outward seeking recreation in the out-of-doors. The paraphernalia related to water activity conveyed by these leisure seekers bears testimony to this need to be near water. It has been stated that most of warm weather outdoor recreation is water related.

I also believe that outdoor education began with early homo sapiens; that outdoor education is as old as human life; that it all began with the first teaching-learning act -- that is to say, when someone first took time to show someone else how to do something it was the first teaching-learning act. It happened, obviously, in the out-of-doors. As a method or process it was not definable or identifiable until the advent of recorded history.

My first supposition, emanating from the first circle, is that humans are basically outdoor animals. My second supposition is that the first teaching-learning act was an outdoor one.

I have entitled the second overlapping circle *The Agricultural Revolution*. When human beings discovered that they could cultivate seeds, they ceased being nomadic and could remain in one place for long periods of time. Eventually for safety and protection from invaders, fortress-like cities were built. A small segment of the population remained inside the walls and began to produce many goods and materials which the agricultural population could not provide for themselves. It is estimated, during early times, that only 10 percent of the population remained inside the cities while 90 percent of the population provided agricultural produce, and the excess was exchanged for needed goods and materials. Craftsmen, artisans, and other guild-type occupations began to emerge. The beginnings of urban living and of professional occupations were accompanied by the beginning of a feudal system. Only those in agriculture were intimate with nature. The first need for outdoor education developed for those who lived in the urban environment, a need which was never met through a concerted effort.

There was no attempt to meet the needs of those divorced from the land for outdoor experiences. It was not until human beings began to write and to print that we see evidence of the contributions made to outdoor education by early philosophers, natural scientists, and educators.

Picture, if you will, my third overlapping circle which I call *The Educational Revolution*. Names like Johann Amos Comenius, Jean Jacques Rousseau, Pestalozzi, and Froebel come to mind as individuals who stressed a departure from the more traditional methods of education. Object teaching, direct experience, direct observation, a return to simplicity, reality, illustrated textbooks, field trips, nature study, discover, and adventure were advocated by these courageous individuals who dared to go beyond the status quo. Of these individuals mentioned, it was believed by those who studied Pestalozzi's methods and applied them to American learning climates that he had the greatest influence on American education. All of these early philosophers and educators stressed the study of nature and the use of the senses in direct association with the phenomena to be studied. In reviewing the development of outdoor education, one cannot ignore the contributions made by these individuals.

For example, if I may quote Comenius, "Since the beginning of knowledge must be with the senses, the beginning of teaching should be dealing with actual things. The object must be a real useful thing, capable of making an impression on the senses. To this end, it must be brought into communication with them, if visible with the eyes, if tangible with the touch, if odorous with the nose, if sampled with the taste. First the presentation of the thing itself, and the real intuition of it, then the real explanation of it." As we develop our sense clue charts, our

acclimatizing techniques in sensory perceptual learning out-of-doors, I wonder if we ever stop and reflect on what old Comenius gave to us as a legacy. Too often we do not give credit to those wo have preceded us. Dr. Sidney Hook, professor emeritus New York University, advocated in his teaching what he referred to as the "Great Man Theory." Had not an individual lived and functioned within a given society, then the course of history might have taken a different course for that societal group. And so it was with the contributions of these early educational reformers.

In this country, Louis Agassiz, a transplanted Swiss scientist, conveyed some of the basic principles of teaching of his countryman, Pestalozzi. Agassiz's dictum -- study nature not books -- has been repeated thousands of times. He was at his best when teaching in the summer school he conducted at Penikese, an island in Buzzard's Bay. After his lectures there were alwa's real objects present to form the basis for conclusions that might be drawn -- a premise upon which contemporary outdoor education techniques are based.

I have called the next overlapping circle *The Nature Study Idea*. Edward A. Sheldon, founder of the Oswego Institute -- now known as Oswego State University of New York -- deserves the most credit for introducing the nature study idea to the United States. He attended a Pestalozzian Conference in Toronto in 1859 and was most impressed by collections of objects, charts, and devices developed by Pestalozzi and his students. That year he introduced to Oswego a program that also included nature study as an integral part of the total curriculum. Students of Pestalozzi were imported, and the Oswego experiment became the center for the Pestalozzian system in the United States.

Wilbur Samuel Jackman was known for a strange course he taught at Cook County Normal School, where he took students outdoors and taught from objects there. He recommended that children study things in their natural setting in a scientific way and that they be studied in relation to the child himself. Not only did he recommend that children learn to observe but that they learn to interpret what they observe. He said, "Nothing can take the place of direct contact with nature in its undisturbed forms and under normal conditions." He said of work in the field, "To decipher the story of the past, so to interpret the present that we may plan for the future -- this is the fundamental purpose of all field study." Jackman was known as the "father of nature education."

Twenty years after Sheldon started his institute in Oswego, Cornell University opened its doors in Ithaca. Its founder, Ezra Cornell, hoped that at Cornell anyone could find training in any subject. In 1890-1893, there was a period of great agricultural depression in New York State. Rural folk flocked to the cities

in unprecedented numbers. The Association for Improving the Condition of the Poor sought a remedy, and the Committee for the Promotion of Agriculture was founded. On this committee was George T. Powell, Director of the Farmer's Institute for the State of New York. At the first meeting of the committee, he urged that rural children become interested in farming through the study of nature. In 1894, the state legislature appropriated $8,000 to be used by Cornell University to foster the teaching of nature study in the rural schools of New York State.

Liberty Hyde Bailey, a professor of horticulture at Cornell University, assumed this responsibility in 1897. Bailey felt he should know something of what was going on in the schools of the state. Consequently, he and Anna B. Comstock, by horse and buggy, and on foot, visited a large number of New York's rural schools. They talked with teachers particularly in rural areas and found that the best work was being done where graduates of Oswego Normal School were in charge. Despite opposition from his scientific colleagues, Bailey embarked on a program of nature study at Cornell. Uncle John Spencer was added to the group in 1896. This was quite a combination -- Bailey's ability as a scientist; Mrs. Comstock's understanding ways, her background in entomology, and her ability as an artist; and Uncle John Spencer's appeal to hold the interest and attention of children.

The Cornell Rural School Leaflets which they produced were the first of our outdoor education curriculum materials. They were well written and included many subjects related to the outdoor environment as well as the classroom. The most significant contribution made by *the nature study movement* was that it was conducted during school time. At the time it was a major innovation to make nature study an integral part of the school curriculum. There were others who followed the original three including Alice McCloskey, E. Laurence Palmer, and more recently, Vern Rockcastle and Richard Fisher. The contribution that this movement made to outdoor education cannot be ignored.

The Organized Camping Movement is another overlapping circle to which I would like to allude. Camping grew out of the rapid urbanization of the mid and late 1800's. Influenced by the American Indians, the American frontier, and the westward movement, camping for children and young adults grew with great rapidity. The first two camps, coincidentally, were school camps. Camp Round-Hill in 1831 and the Gunnery Camp in 1861 were attempts to convey students to an outdoor environment for the assimilation of skills, knowledge, and accrued values. Stress was placed on character development, self reliance, and self-resourcefulness. Adventure, discovery, and exploration were key objectives of these early programs. Between 1890 and 1920, the number of camps increased at an astronomical rate. Private camps were established first, followed by agency camps as the period of social responsibility manifested itself.

The summer camp became visible to prominent educators of the period who saw in the summer camp a vital setting for meeting educational objectives. Even the president of Yale University, Charles Elliott, went on record as stating that the greatest contribution to education in this century was the summer camp.

Many summer camps were largely traditional. They were very organized and in many cases highly regimented. They were run like schools or military camps because the leadership was vested in school teachers or retired military personnel who were free in the summer.

The camping movement gave us many fine pioneer outdoor educators. Among the most notable was Dr. William Gould Vinal, or Cap'n Bill as he was affectionately called. Cap'n Bill was a master outdoor teacher who used the Socratic method about as well as any person I have ever seen -- indoors or outdoors. He was an expert at motivating the learner to perceive through the senses first in order to ascertain the answer. I could name others but Cap'n Bill, to me, was a very important catalyst. He wrote during the 1920's for a variety of publications. The early Camp Directors Magazine (later to become Camping Magazine) contained many of his ideas and methodology related to nature study and outdoor teaching. Who could forget his Stump Scouting Technique, Exploring a Deserted Farm Study, his Fencerow Study, and his Fruit Stand Ecology Unit? It was this technique described in his book Nature Recreation that inspired me to develop, some years ago, a teaching-learning unit involving a shopping center or mall. Of his contributions, the most significant to me was his influence on other leaders in the field. L.B. Sharp, William M. Harlow, E. DeAlton Partridge, George Donaldson, and others were among those who learned about outdoor education methodology from this great teacher.

L.B. Sharp was another leader who emerged from the camping field. Born in Carbondale, Kansas, he grew up on a farm and went to Emporia State College in Emporia, Kansas. At Columbia University, while pursuing a graduate degree, L.B. came into contact with some professors who, at that time, were known as the New Educators. The patriarch of this group was John Dewey, educator-philosopher, whose major thrust was in the experimental school of educational philosophy. Influenced by William James, the pragmatist, Dewey formulated a theory of education that was innovative for it involved a pragmatic approach to learning. Learning by direct experience was advocated by this great educator. L.B. Sharp sat in Dewey's classes as well as in those of Elbert Fretwell, Bruce Roup, George S. Counts, and William H. Kilpatrick. Frederick G. Bonser, an elementary curriculum specialist, was another important influence on L.B. Sharp.

In 1925, while L.B. was a doctoral student, he was approached by a woman named Edith Shatto King who represented a charity organization interested in doing a reorganization study of Life Fresh Air Farms, a program which had been in existence since 1887. By 1924, the standards of the operation had degenerated. L.B. Sharp was called in to make a study of the program and to give his recommendations. What he found was shocking! The program was regimented in an army-like fashion with a counselor-camper ratio of one to fifty.

His study recommended a name change from Fresh Air Farms to Life Camps. He began to apply the knowledge that he had accumulated from Dewey, Fretwell, Bonser, and Kilpatrick. He came up with a decentralized plan where the small family camp group was two counselors for every 9-10 campers.

The decentralized program was to have five major program areas. They were: food, shelter, self occupation, group relationships, and spiritual uplift. All camp programs planned by the small groups would revolve around these five areas of concern for they approximated the reality of life. Here we begin to see the influx of education into camping, and L.B. Sharp coined the term *camping education*. Each staff member had to write out their aims and objectives for their area of the program, and the procedures by which they would be carried out. At the end of the summer, the aims and objectives were evaluated and restated, and they served to improve the program for the next year.

The decentralized approach to camping and its inherent educational opportunities were championed by Dewey when, in a film produced in 1938 entitled Youth in Camps, he stated,

> The average American child seldom comes into direct contact with nature. In school he learns a few dates from books, to press a button, to step on an accelerator; but he is in danger of losing contact with primitive realities -- with the world, with the space about us, with fields and with the problem of getting shelter, and of obtaining food that have always conditioned human life and that still do.

Another overlapping circle which I have included in my historical transect story is *the conservation education movement*. It emanated out of the thinking of the transcendentalists such as Henry David Thoreau, Ralph Waldo Emerson, and others such as George Perkins Marsh, Frederick Law Olmstead, Carl Shurz, John Wesley Powell, Gifford Pinchot, Theodore Roosevelt, and John Muir. At the outset the conservation movement took on a two-sided approach. One approach was the economical or manage-

ment school of thought which was advocated by Gifford Pinchot. Resources should be managed and harvested from time to time for the greatest good for the greatest number of people. The other approach was the aesthetic approach or school of thought and was championed by John Muir. To Muir the resources were to be maintained in their natural state and to be enjoyed by people as they recreated during leisure time. It was this spiritual uplift that Muir contended was the major benefit of human activity in the natural environment. The polarization made for a healthy condition for the two ends of the continuum and kept those in the middle fairly honest. This polarization still exists today although not at the same magnitude that it did during the days of Pinchot and Muir.

It was not until the great dust bowl of the midwest and western states of the thirties that any thought was extended to conservation education. Laws were enacted by states requiring that conservation education be taught in public schools. This mandate also affected the teachers colleges and shools of education. Courses were included in the academic programs of some colleges and universities. New York State, Michigan, and California were among the very first states to require conservation education in the schools.

Unfortunately, several factors influenced the demise of this program although some positive developments did occur. The lack of interested and qualified leadership and the advent of the Second World War were major causes of disinterest. In many schools conservation education programs collapsed into becoming something else such as study hall or detention periods for students who were in trouble.

On a positive plane, many state departments of conservation established conservation camps, some of which continue to operate today. New York State, Michigan, and California were among the leaders in the development of such facilities and programs. California's early outdoor education programs were called Sci-Con (Science-Conservation) in keeping with this early thrust on conservation. However, the principal reason for the demise had to be the lack of qualified leadership. This paucity of qualified leadership has also been a major retardent in the development of outdoor education programs as well. As has been the case, if an individual leader or teacher was knowledgeable and dedicated to conservation education, then the program was a good one. The conservation departments provided that kind of leadership, and their respective camps were successful. Other agencies such as the Girl Scouts, Boy Scouts, 4-H, and Campfire Girls had conservation education built into their total education programs.

The conservation education movement contributed to the outdoor education movement. Many of the activities included in the early conservation programs became part of the program of outdoor education programs. Examples of this would include a forest fire fighting demonstration, building check dams for erosion control, demonstration woodlots, wildlife food strips, tree planting, and shelter belts. These early grass root activities were modified or changed as educational needs changed. Priorities were established, and the activities were either excluded or prioritized in modern outdoor education programs.

During the 1930's, L.B. Sharp became more and more involved in studying the effects of camping upon education. By 1940, Sharp began to use the term *public school camping*, which is our next overlapping circle, because more and more schools were getting involved with camping education programs. To alleviate the leadership problem, he started National Camp in the summer of 1940. Graduate credit was available from New York University for six week courses conducted at National Camp. The staff was excellent and included such outstanding personalities as William (Cap'n Bill) Vinal, Professor Emeritus in Nature Education, Massachusetts University; William (Moosewood Bill) Harlow, Professor Emeritus, New York State School of Forestry, Syracuse University (who since that time has done much of the time lapse photography for Walt Disney); and E. DeAlton Partridge, at that time Professor of Educational Psychology at Montclair State College, and later President of that institution.

People from all over the United States came to study at National Camp. Many of these became our outstanding leaders such as Ed Ambry, Edwin Pumula, Denver Fox, George Donaldson, Campbell Loughmiller, and others.

In 1942, New York State colleges sent students and professors to an institute at National Camp. This experiment resulted in some of the state colleges starting their own programs and developing facilities. In 1944, New Jersey sent students and professors to National Camp with the result being the development of the New Jersey State School of Conservation and the mandatory state college outdoor education program for all sophomores attending the, then, six state colleges.

L.B. Sharp realized that more education could take place in the out-of-doors' than just the experiences gained through a camping situation. By 1947 his ideas on outdoor education were beginning to form. In a statement to the National Association of Secondary School Principals he said, "Education in the out-of-doors covers a vast space. The area begins immediately outside the school building and continues in an ever widening circle as far as it is practical for students and teachers to travel."

In that same paper, he went on to state his basic thesis embodying the principle of camping and outdoor education: "That which ought and can best be taught inside the classroom should there be taught, and that which can best be learned through direct experience outside the classroom should there be learned." It is a simplistic thesis; however, it is one of the most quoted statements in outdoor education.

In the summer of 1946, many leading educators met at National Camp. Their problem was to discuss the basic issues of outdoor education. These issues were:

1. What is the place of outdoor experiences in American education?
2. How can outdoor education be integrated into teaching education?
3. How can public support for outdoor education be developed so it can be extended to more American youth?

The results, as published in Extending Education, a publication of the Life Camps, Inc., were simple and to the point. They are still used as reference material for many outdoor educators, and they have appeared frequently in many program proposals.

National Camp also served as the site for a significant experiment conducted by Life Camps in cooperation with the New York Board of Education in June, 1947. Two schools in New York City were used, and the research design was matched pairs. The experimental group went to National Camp for three weeks while the control group stayed in the traditional classrooms. The results were astonishing! Language arts and math had the most significant gain with the experimental group. Dr. Wayne Wrightstone, New York City school psychologist, was in charge of the testing program. Living together in small groups under the decentralized plan of camping fostered growth in language arts (vocabulary), mathematics, and science. It was an experiment that, to my knowledge, has never been replicated on the same scale as this 1947 experiment. It needs to be modified to fit modern conditions and then replicated in a resident setting. Research such as this for both long term outdoor education and short term outdoor education is needed.

The next circle which I present for consideration is known as *outdoor education*. L.B. Sharp was among the first to use the word outdoor education. There are those who believe he was the first to coin the term. Literature seems to substantiate this fact. There was a need for the term to evolve. A broader term was needed that stipulated that a school group did not have to go to a camp or resident facility. L.B. Sharp often stated that outdoor education began first outside the school house and on the school

house steps. Outdoor education moved outward through ever increasing concentric circles or zones with the school house being the epicenter. There was a distinct departure from the dependency on resident outdoor education.

L.B. Sharp outdoor education was not a subject or a separate discipline. Rather it was an interdisciplinary approach to more effective and efficient learning and teaching.

L.B. Sharp started the Outdoor Education Association in 1951. One of the major reasons was to provide both materials and consulting services to interested schools, camps, and other agencies on a national level. L.B. Sharp, in later years, became very interested in the use of community resources for outdoor education, undoubtedly influenced by Liberty Hyde Bailey, E. Laurence Palmer, and John Brainerd, through their work in promoting use of nearby resources including the school site. He developed the concept of mobile units, such as trailers, for use by schools in their respective communities. He often stated that education ought to be on wheels. During the last decade of his life, L.B. Sharp promoted the concept of Christian Outdoor Education whereby churches, including non-Christian denominations, could utilize the out-of-doors for program and curriculum enrichment. It was often stated by other colleagues in the field that L.B. Sharp concentrated too much on the school or curriculum-centered approach to outdoor education.

Julian Smith was another great leader and pioneer in the field of outdoor education. His influence on the development of outdoor education was as significant in many ways as that of L.B. Sharp. He, like Sharp, was born on a farm. He grew up in Leslie, Michigan, and attended school there. All of his formal education was in the State of Michigan. He was a school teacher and principal and later was Assistant Superintendent of Public Instruction in charge of Health, Physical Education and Recreation. He became associated with outdoor education at Clear Lake Camp, near Battle Creek, Michigan, in 1940. He began a cooperative program with the W.K. Kellogg Foundation. During the early 1940's, Julian Smith sent some of his teachers to National Camp for additional training and background. Their activities there and resultant projects are recorded in the National Camp Problems for 1941-1944. All students attending National Camp six week institutes were required to do a project which could be implemented back in their communities.

Later, Julian Smith became an associate professor at Michigan State University in East Lansing. In 1955, he became director of the Outdoor Education Project of the American Association for Health, Physical Education and Recreation, now the American Alliance for Health, Physical Education and Recreation, in cooperation with various sporting goods businesses and in-

dustries. The last twenty years of Julian Smith's life were devoted primarily to the Outdoor Education Project of AAHPER. He made his greatest contributions to outdoor education during this time. The impact of his efforts included over 400 state and regional workshops in 46 states for more than 35,000 teachers, administrators, and recreation and conservation leaders. The thrust of his efforts was to develop a set of attitudes, beliefs, and values that would help both children and adults know, experience, and love the outdoors as they became equipped to help conserve it. To Julian Smith, outdoor education was not a separate discipline like math or science, but a learning climate that offers young people a chance to identify and resolve real-life problems, to acquire skills with which to enjoy a lifetime of creative living, to develop concern about man and his natural environment, and to get back in touch with those aspects of living where our roots were once firm and deep.

Julian Smith defined outdoor education as *education in the outdoors, education for the outdoors and education about the outdoors*. The *in the outdoors* part of the definition referred to the curriculum or academic approach to outdoor education. It was here that Julian and L.B. agreed philosophically. The *for the outdoors* portion of the definition dealth with the manipulative skill approach or outdoor recreation skill approach to outdoor education. It was here, in this part of the definition, that Julian experienced the most criticism from other outdoor educators. Many felt that he was influenced by the sporting goods manufacturers who gave financial support to the Outdoor Education Project of AAHPER. It was in this area of emphasis that Julian and L.B. disagreed. They were friends and colleagues, and the disagreement always remained on the philosophical level. The workshops reflected this influence by the manipulative skills represented in the various activities. Another influence was AAHPER which was interested in the physical skills inherent in outdoor recreational activities such as fishing, shooting, canoeing, mountain climbing, skiing, and other similar activities. To Julian, an individual could develop an appreciation for the outdoors through physical skills. Later he added *about the outdoors* to his definition. This referred to the preparation and following up of the outdoor education experience and could take place indoors.

To me, the greatest contribution Julian Smith made to outdoor education was that he made thousands of teachers, administrators, youth group leaders, conservation leaders aware that the concept of outdoor education existed. His relationship with the sponsors of the Outdoor Education Project was often questioned, and Julian would say, "I'm asked if the money is tainted, to which I reply, 'Yes, it is, taint enough.'" His leadership was like that of an ambassador which he, indeed, was for outdoor education. He was never fully convinced of the concept of environ-

mental education. His guest editorial statement prepared for the Journal of Outdoor Education, published by the Lorado Taft Field Campus, entitled, "Words, Words, Words," reflected Julian's concern for the use of a variety of nomenclature given to the outdoor experience. He listed outdoor education, conservation education, environmental education, resource-use education, camping education, nature education, and outdoor recreation as some of the terms one might hear at a single conference. Julian called for better communication with fewer words and more cooperative action by those who would be outdoor leaders in these times.

I would like to think that Julian Smith provided the background and opportunity for the high adventure or challenge programs that are so popular together. Without the shift from just an academic approach to one of involving the use of the outdoors as a setting for challenging activities, outdoor education might have remained the sole providence of the public and private school.

When he passed away on June 23, 1975, he left a void in leadership on a national scale for outdoor education leadership.

The next overlapping circle which I would like to talk about I have entitled *environmental education.* The term, environmental education, was first coined by Liberty Hyde Bailey in 1903. At that time Bailey felt that the term would not catch on. It was coined again publicly by E. Laurence Rockefeller at a Parks and Recreation Congress in 1966, held in Washington, D.C. After Earth Day, held on April 22, 1970, the term environmental education rapidly gained wide acceptance. It was envisioned as the broad umbrella under which all other nomenclatures fell. Activities involving environmental education could be conducted indoors as well as outdoors. An early proponent of environmental education is William B. Stapp. A native of Michigan, Bill Staff obtained all of his degrees at Michigan University in Ann Arbor. He emanated out of the conservation and natural resources area. As a doctoral student he was both the coordinator of conservation and outdoor education for the Ann Arbor public school system and an assistant instructor in the School of Natural Resources at the university. His dissertation was entitled "Integrating Conservation and Outdoor Education Into the Curriculum (K-12)." Basically, it was a conservation education program. His concern was that the schools embark on a conservation program that would span the curriculum from kindergarten through the twelfth grade, and link the subject areas that relate most closely to conservation. This early thrust of effort did not reflect the interdisciplinary approach advocated both by L.B. Sharp and Julian Smith.

The subjects of science, social studies, and math were the

ones that most closely related to conservation. These were the principal subjects included in Stapp's initial efforts. He did emphasize the use of community resources and the use of the immediate environment for outdoor activities. He was deeply interested in the school site approach to conservation and outdoor education. His curriculum approach was that of the *broad theme* and *basic understanding approach* and represented a vertical articulation or spiral approach up through the grade levels. Smith and Sharp were firm believers in the horizontal articulation approach or correlation with the on-going curriculum of each subject and each grade level.

Stapp would take each theme or basic understanding and introduce it at the kindergarten level and refine and sophisticate it as it moved upward through the grades.

Later Stapp developed the *Spaceship Earth Approach to Environmental Education*. Earth is a closed system. We have on it all of the air, water, and land we will ever have -- space and resources are finite. Stapp was concerned that environmental education should produce an enlightened citizenry who would be knowledgeable concerning the biophysical environment and its associated problems, aware of how they could help solve these problems, and be motivated to work toward effective solutions. He is a firm believer that at each school grade level students should be provided meaningful encounters with their environment. Stapp advocated that the school system revolve its environmental education program around this *environmental encounter approach*. To Stapp, by the time a student reached the twelfth grade, he or she may not have been exposed to all aspects of study of the environment. But through the advocated inquiry approach the student would have been helped to develop greater sensitivity, more sophisticated problem solving skills, and a heightened motivation to participate in coping with environmental problems. The program should be aimed at helping youth to be more knowledgeable concerning the environment and associated problems, aware of how to help solve these problems, and motivated to work toward their solution. Stapp carried his philosophy to an international level when he was invited to serve as an Environmental Education Director for UNESCO. Working out of Paris, France, Stapp had the responsibility of developing environmental education programs in over 30 countries abroad. After a two-year period, he returned to Michigan University where he now serves as Professor and Chairperson of the Environmental Education Department.

Staff is a pioneer who ushered in environmental education during an environmental awareness decade. The environmental education approach continued to manifest itself in a variety of places

and in a variety of ways.

The Environmental Education Act was signed into law in 1970. It originated in the public concern of the late 1960s for grass roots environmental awakening. Prior to this Act the Elementary and Secondary Education Act of 1965 gave impetus to many new programs. One significant development was the New Jersey State Council for Environmental Education, founded by Dr. Edward J. Ambry. This project was significant in several ways. First it developed instructional materials for use by classroom teachers. Secondly, it developed a master plan for environmental education for the entire state. This was the first such master plan and provided a model for other states to emulate. A stipulation for funds from the Environmental Education Act required that a state have a master plan before it was eligible for funding. Thirdly, it experimented with *Computer Based Resource Units* whereby a program of environmental education could be tailor-made for individual students. All the teacher had to do was to fill out a request form for the particular unit in addition to such variables as chronological age, intelligence quotient, sex, etc., and the computer would present a print-out for each student in the class. Although it was a departure from the one teacher in the woods with a small group, it did reach out to thousands of students. In addition to the number it could reach, it also started the teachers off in a program of environmental education on their home turf -- namely, the classroom.

In the decade 1970-1980, environmental education began to develop throughout the country. The National Park Service started the NEED Program (National Environmental Education Development). It was based on *the strand approach*, strands which led ultimately to an understanding of the total environment. The National Wildlife Federation produced the Discovery Units which were essentially the original work of the Golden Valley, Minnesota, program, funded originally through an ESEA Title II grant. Modules of various kinds began to appear from a variety of sources. Largely environmental education is based on the need to identify environmental problems, to gather data concerning the problems through environmental encounters, to assess the data as to reliability, to consider the alternatives, to present a plan of action, and to become involved with the implementation of the plan for problem solution. The frame of reference, or experiential program, should assist in the production of a citizenry which is environmentally literate.

The most commonly accepted definition of environmental education is as follows:

> Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the

> interrelatedness among people, their culture, and their biophysical environment. Environmental education also entails practice in decision making and self formulation of a code of behavior about issues concerning environmental quality.

Many individuals feel that environmental education is biting off too big a bite, and it cannot be the panacea for all of the environmental ills confronting people everywhere. Some feel strongly about the resident outdoor experience, and the things that happen in a total living situation can never be replicated under an approach that does not strongly advocate resident experiences.

Some feel that curricula are already crowded with subject matter material, and to add one more program would be too much. One feeling is that the condition of our economy is such that budgets cannot stand to make environmental education an integral part of the total school curriculum. Others feel that the energy crisis will prevent mobility in outdoor programs, and the concentration should be on resources that can be reached on "shanks mare." Some segments of our population feel that there are more basic considerations to meet such as enhancing the ability to read, to improve math skills and writing skills, and the development of marketable skills. There are those who feel that other agencies such as park and recreation systems, state agencies, and other external institutions are better equipped to provide leadership, resources, and facilities for environmental education. Some feel that environmental education should not involve itself with value questions because it may run counter to community norms and attitudes. There are many who feel that education should assist in solving problems such as equal employment opportunities, elimination of poverty and hunger, elimination of environmental hazards caused by pollution and fail to see that an enlightened populace with reference to their living environment can be precipitated by a sound experiential program such as outdoor education or environmental education. These are some of the constraints facing outdoor education and environmental education.

The last overlapping circle I have entitled *Future Homo Sapien -- The Outdoor Animal.* What the future will be like has been projected by many individuals and groups. They range all the way from Aldous Huxley, George Orwell, and Alvin Toffler to the World Future Society. Most futuristic thinkers and scholars on the subject of life in the year 2000 agree that our survival depends on the wisdom of our decisions made over the next 20 years or so. However, questions about the future are too numerous for one person to catalogue because every aspect of mankind's way of living is rapidly changing. Futurists recognize the gravity of the problem ahead -- overpopulation, shortage of resources, inflation, hunger, and

the threat of nuclear destruction. There is every reason to become a pessimist and to ask the question proposed by singer Peggy Lee in the play Hair, "Is that all there is? Then bring on the booze and let's keep dancing." Rene Dubos, in his book Reason Awake, wrote a chapter which he entitled the "Despairing Optimist." What he essentially said was that nothing constructive comes out of pessimism. It comes out of optimism, and if you have to be anything, be a worrying optimist. Optimism is essential for action and constitutes the only attitude for the achievement of a sanative environment for all forms of life.

I would limit myself to what the future will be like in terms of outdoor education for future Homo sapien -- the outdoor animal. Educational futurists such as Dr. Harold Shane of Indiana University seem to agree on the following: (1) recognition of the need to make education a continuing lifelong process; (2) the importance of recognizing that a wide range of performance is to be expected among learners, both young and old; (3) the need for continuing education on a wide basis that would serve both mature (30 plus) and senior (60 plus) learners -- teaching and learning should not only occur in schools; (4) the need for educators to develop a spirit of community -- of planned interdependence and dynamic reciprocity which respects multi-ethnic and polycultural differences; (5) the need for flexibility in instruction and for the merit of learning experiences rather than the route followed in attaining; (6) the importance of understanding that students' aspirations and motivations are best served when learning is at least partly self-selected rather than dictated by teachers; (7) recognition that instruction in subject fields should instill an understanding of contemporary threats to the biosphere and emphasizing social useful service by individuals of all ages in maintaining the biosphere and achieving a balance with the psychosphere -- the human-made environment; (8) that problem solving education begun in early childhood is superior to compensatory education provided at a later time; (9) that the traditional pattern of home-school relationships need to be modified because of changes in the home.

In summary, the emergent educational development, 1980-2000, would help young learners in the future to acquire a knowledge of the realities of the present, an awareness of alternative solutions, an understanding of consequences that might go with the alternative solutions, the development of insights to make wise choices, and assist youth to develop the skills and to acquire the information that are prerequisite to the implementation of examined ideas, policies, and programs. In summary, the five terms inherent in developing new curricular for future Homo sapien are: realities, alternatives, consequences, choices, and implementation. Sound familiar?

As I look forward into the future and based on what the emergent educational development in the year 2000 and beyond will be like, I would like to make the following proposals:

1. That outdoor education include senior citizens and that programs designed for them become associated with the total outdoor program;

2. That public relations become a part of what we are doing in outdoor education;

3. More research as to how we can reach the masses of children and adults. What kind of innovative programs can be designed to overcome the apathetic and suspicious attitude minority groups might have for outdoor education;

4. The preparation of potential leadership for outdoor education and the acceptance of this leadership development on the part of colleges and universities everywhere;

5. Greater involvement of communities in designing their own programs and assessing their own needs;

6. The need for a nationwide competency based program for both colleges and universities who prepare outdoor leaders and a competency based program at the practitioner level;

7. A stronger emphasis on research dealing with the affective domain of outdoor education;

8. The development of resources which are within reach and do not require a reliance on fossil fuels for transportation;

9. A stronger national organization for outdoor and/or environmental education -- an organization that can bring together the best people in the field in a pool of creative thinkers at times when they are most needed;

10. A national repository of outdoor education and environmental education materials, curriclum and instructional units, etc. This would augment the existent fragmented repositories scattered throughout the country;

11. The application of advanced technology in media communication, in areas where it is appropriate and right

to use it; and

12. To develop sources of financial support which will continue to support outdoor education programs on a long term basis.

13. Outdoor education should be available to populations who are handicapped. Opportunities for outdoor experiences should be available for those who are institutionalized as well as those who are mainstreamed.

14. Outdoor education programs should be developed for family groups on both a short term and long term basis.

15. Resident experiences should be developed that would make available urban experiences for rural populations and rural experiences for urban populations. An exchange program of this nature would foster greater understanding between the two populations.

16. That outdoor education become an integral part of the non-traditional schools of the future which will emphasize open education.

17. Outdoor education should keep pace with the many changes which will be likely to occur in the future such as:

    a. People working a 4-day, 32-hour week by 1985;
    b. Public schools open year round with staggered vacations by 1990;
    c. Most homes will have video-tape systems by 1990;
    d. Average retirement age will be 50 years by 2000;
    e. Weekends distributed throughout the week by 2000;
    f. Leisure will be an accepted life style by 2000;
    g. Public schools function to serve the recreational needs of the entire community by 2000;
    h. Attempts to control population through tax incentives by 2000;
    i. Boundary land and other open land in urban areas used for recreation by 2000;
    j. Simulated indoor environments available that provide recreation opportunities now available outdoors by 2000;
    k. All water reservoirs open to public recreation by 2000;
    l. Green space preserved between most metropolitan areas by 2000;
    m. Some city parks or parts of parks enclosed in all-weather protective bubbles by 2000;

n. Computers used to direct and control movements of individual transportation units by 2000;

o. Most metropolitan areas provide adequate outdoor recreational opportunities so that most urban residents do not feel the need to go to the country for recreation by 2020;

p. The average worker has a 3-month annual vacation after 2050;

q. The average lifespan will be 100 years after 2050;

r. Twenty percent of the available workforce used to produce goods and services for entire populations after 2050;

s. Average entry into the workforce at 25 years of age after 2050;

t. New urban growth displaced to relatively uninhabited regions after 2050;

u. High speed transit systems built between most urban areas and major rural recreation areas;

v. Most city blocks will have a mini park or playlot after 2050;

w. Ninety percent of the U.S. population will live in urban areas after 2040.

Most future planning today is done on a 5-year short term forecasting and has the advantage of being able to extrapolate from exacting trends. However long range planning for the future because of the variables and contingencies of the future can only be assessed intuitively. Outdoor educators need to have knowledge of the necessary intuitive judgment from persons who are recognized as experts in areas of concern which will affect outdoor education future planning.

In the past we have attempted many approaches to reach stated objectives or targets. I would like to end by reading to you a little gem written by Robert H. Newell, probably the Frederick Hoffman of a century ago. This was written in August of 1861.

"By invitation of a well-known official, I visited the Navy Yard yesterday and witnessed the trial of some newly invented rifle cannons. The trial was of short duration and the jury brought a verdict of

innocent of any intent to kill. The first gun tried was similar to those used in the Revolution except that it had a larger touch hole and the carriage was painted green instead of blue. This novel and ingeneous weapon was pointed at a target about sixty yards distant. It didn't hit it and nobody saw any ball. There was much perplexity expressed. A midshipman did say he thought the ball must have run out of the touch hole when they loaded up for which he was instantly expelled from the service.

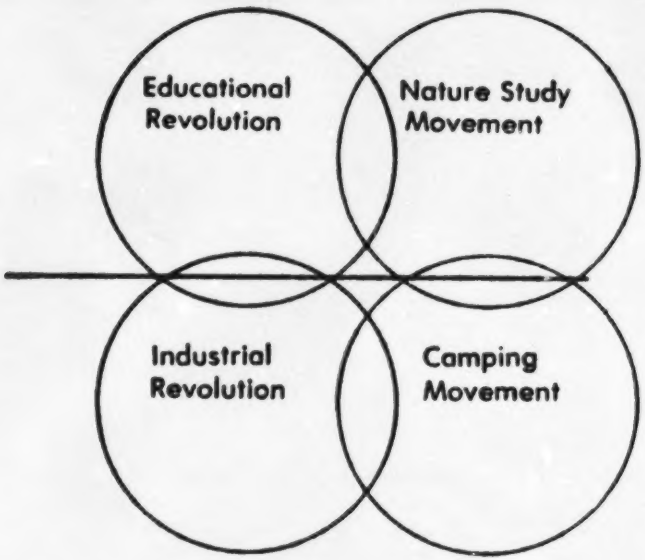
After a long search without finding the ball, there was some talk of summoning the Naval Retiring Board to decide on the matter when somebody happened to look into the mouth of the cannon and discovered that the ball hadnt gone out at all. The inventor said this would happen some time, especially if you didn't put a brick over the touch hole when you fired the gun. The government was so pleased with this explanation that it ordered forty of the guns on the spot at $200,000 apiece. The guns to be furnished as soon as the war was over.

The next weapon tried was the Jinx Double Backed Action Revolving Cannon for Ferry Boats. It consists of a heavy bronze tube revolving on a pivot with both ends open and one touch hole serving for both. Upon applying the match, the gun is whirled swiftly around on a pivot and both balls fly out in circles causing great slaughter on both sides. This terrible engine was aimed at the target with great accuracy, but as the gunner had a large family depending on him for support, he refused to apply the match. The government was satisfied without firing and ordered six of the guns at a million dollars apiece, the guns to be furnished in time for our next war.

The last weapon subjected to trial was a mountain cannon of a new pattern. The inventor explained that its great advantage was that it required no powder. In battle it is placed on top of a high mountain and a ball flipped loosely into it. As the enemy passes the foot of the mountain, the gunner in charge tips over the cannon and the ball rolls down the side of the mountain into the midst of the doomed foe. The range of this terrible weapon depends greatly upon the height of the mountain and the distance to its base. The government ordered forty of these mountain cannons at $100,000 apiece to be planted on the first mountain discovered in the enemy's territory."

These are great times for gunsmiths, my friends, and if you find any old cannons in the junk shop send them along. What new cannons have we invented recently?

EVOLUTION OF THE OUTDOOR MOVEMENT



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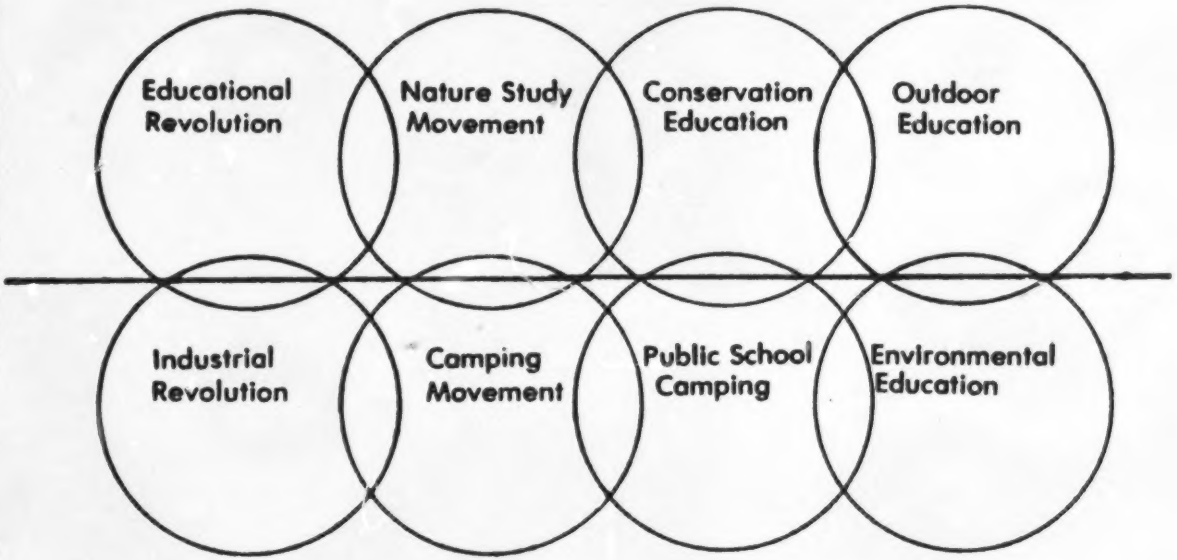

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